

Heritage Community Charter School-District #481

2013-2014 Differential Pay Plan

Heritage Community Charter School's Differential Pay Plan was developed with input from the principal, assistant principal, teachers & classified educational staff through the following means:

1) Initial planning & brainstorming meeting with administrators, federal program coordinator, and business managers at Heritage Community Charter School. Purpose of the meeting: to review the Differential Pay Plan requirements & the previously developed Pay-for-Performance Plans and determine a course of action for developing the Differential Pay Plan so that it: a) ensures challenging, yet achievable goals for making awards to all certified teachers and classified, educational staff; b) awards pay based on growth measurements based on student achievement ; c) aligns with the state-required charter school performance certificate & framework (PCSC proposed adoption date: 10-10-13); d) aligns with the State's Star Rating system. Outcome of the meeting - Federal programs coordinator to draft plan for administrator, teacher & staff review.

2) Draft plan reviewed by administrators, teachers, staff week of Sept. 30, 2013.

3) Finalized Differential Pay Plan presented to Governing Board on: Sept. 30, 2013

Result: Differential Pay Plan approved by Heritage Community Charter Board.

Differential Pay Plan:

Heritage Community Charter School's Differential Pay Plan has been developed to embrace the Star Rating System and the newly-required Performance Certificate and Performance Framework for charter schools. In doing so, the following measurements to determine payments are constructed from the Star Rating's focus on student growth and HCCS mission specific goals from our Performance Certificate. The compensation levels take into account Heritage Community Charter School's high expectations for students. The goals we have set forth are based on school-wide outcomes and also ensures the school remains in the 4-5 Star category.

[Note: 1 Share = ~\$380, subject to total annual school allocation from SDE, less benefits. Annually, fulltime administrators & teachers (or combination thereof) can earn up to 3 shares; part-time teachers can earn up to 1.5 shares; full-time, classified educational staff can earn 1 share, part-time classified educational staff can earn 1/2 share. For the purposes of the tables below, the shares are assuming full-time, certificated teachers.]

Differential Pay Plan:

Measure 1:

Is the school successfully helping young readers achieve the high level of fluency that is important for success in a classical education?

Exceeds Standard: 85% - 100% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring Idaho Reading Indicator (IRI).	1.0 Share
Meets Standard: 66% - 84% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.	0.5 Share
Does Not Meet Standard: 46% - 65% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.	0.3 Share
Falls Far Below Standard: Less than 46% of 2nd and 3rd grade students who have been continuously enrolled for two or more years scored equal to or better than the statewide benchmark as measured annually by the spring IRI.	

Measure 2:

Is the school successfully helping Economically Disadvantaged students achieve adequate yearly growth in math?

Exceeds Standard: 81% - 100% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have a Student Growth Percentile (SGP) that is equal to or greater than their Adequate Growth Percentile (AGP) in math.	1.0 Share
Meets Standard: 60% - 80% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have an SGP that is equal to or greater than their AGP in math.	0.5 Share
Does Not Meet Standard: 40% - 59% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have an SGP that is equal to or greater than their AGP in math.	0.3 Share
Falls Far Below Standard: Less than 40% of Economically Disadvantaged students in grades 3-8, who have been continuously enrolled for 2 or more years, have an SGP that is equal to or greater than their AGP in math.	

Measure 3:

Is the school successfully helping its Hispanic / Latino students achieve proficiency in English / Language Arts?

Exceeds Standard: 61% - 100% of Hispanic / Latino students who have	1.0 Share
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been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).	
Meets Standard: 40% - 60% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).	0.5 Share
Does Not Meet Standard: 21% - 39% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).	0.3 Share
Falls Far Below Standard: Less than 20% of Hispanic / Latino students who have been continuously enrolled for two or more years achieved proficient or advanced on English / Language Arts on an annual basis as measured by the Smarter Balanced Assessment (SBA).	